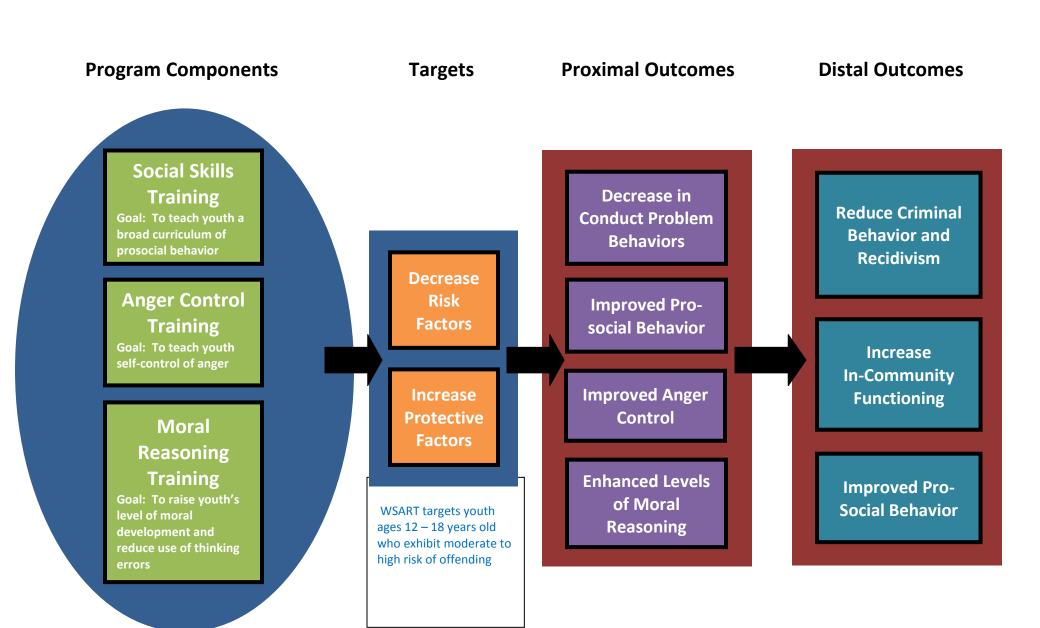
## Washington State Aggression Replacement Training (WSART)

Program originally developed by Arnold P. Goldstein, Ph.D., Syracuse University; Barry Glick, Ph.D., New York State Division for Youth; and John C. Gibbs Ph.D., Ohio State University; Program further articulated and researched in Washington State.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University. Logic Model modified with permission to fit the Washington State Model of ART® and Case Management Assessment Process



## **Program Components**

## **Program Modalities**

Specific strategies. methods, and techniques are used to accomplish the program goals.

## **Targeted Risk and Protective Factors**

Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

## **Proximal Outcomes**

Targeted outcomes that the program is designed to impact immediately following program completion.

### **Distal Outcomes**

Outcomes impacted by the program months/years following program completion that have been demonstrated through research.

## **Social Skills Training**

Goal: To teach youth a broad curriculum of prosocial behavior

Expert Demonstration of use of social skill

Practice by youth

Performance Feedback

Transfer training (encourage practice outside of program)

## **Anger Control Training**

Goal: To teach youth self-control of anger

# **Moral Reasoning** Training

Goal: To raise youth's level of moral development, identify thinking errors

Identify body signs

Identify triggers

Use reducers (i.e. deep breathing etc.)

> Use reminders (Chill out, etc)

Use "IF - - . then ..." thinking

Use Social Skill

Self - Evaluate: Coach & Reward

**Guided Moral** dilemmas discussions

#### **Risk Factors:**

#### **Attitude & Behaviors**

property, respect for authority Believes in anti social behavior

#### Aggression

- Low frustration tolerance

#### Skills

- Lacks consequential thinking
- **Poor Problem Solving Skills**
- Lacks social skills
- **Poor self-monitoring**

#### **Protective Factors:**

#### **Attitude & Behaviors**

- Has empathy and remorse
- Respects property & authority
- Accepts responsibility
- Believes in pro-social conventions

#### **Aggression**

- Rarely get upset over small
- Primarily positive view of
- Believes verbal and physical aggression are rarely

#### Skills

- Good consequential thinking

- Monitor thoughts and feelings

## Improve relationships with

pro-social adults & peers

**Decrease in Conduct** 

**Problem Behavior:** 

- Decrease in frequency and intensity in daily acting out behavior incidents
- Decrease in impulsiveness
- Youth feels more responsible and in control

### **Improved Pro-Social Behavior:**

- Increased knowledge of social skills
- More often chooses social skill after considering consequence

## **Improved Anger Control:**

- More likely to respond to anger appropriately
- Less likely to act out anger aggressively

### **Enhanced Levels of Moral** Reasoning:

 More likely to respond with more developed moral behavior

### **Decrease Levels of Thinking Errors:**

Decreased use of self centered, assuming the worst, blaming others, minimizing/mislabeling

## Reduced **Criminal Behavior and** Recidivism Rate:

- Less likely to be arrested again
- Less likely to commit a felony
- Decrease in conduct problem behavior

## **Improved In-Community Functioning:**

 Measured by increases in ratings in risk/needs assessment in a variety of domains including attitudes/behavior, aggression, and skills

## **Improved Pro-Social Behavior:**

Enhanced pro-social skill competency

**Reduction in aggressive** and delinquent behavior